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Alternative Education in the Global Era: Study of Alternative Models of Islamic Education in Tazkia International Islamic Boarding School Malang

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ABSTRACT

This paper aims to describe the model of Islamic education in Tazkia International Islamic Boarding School (IIBS) Malang which is applied in the global era and the factors that influenced the success of this institution. The authors used a descriptive qualitative research method. The results showed that the Islamic education model of Tazkia IIBS Malang had organized a well-structured education program. This can be seen in the vision and mission manifested in several excellent programs, such as; al-Qur'an teaching with an al-Muyassar method, the international curriculum is guided by the Cambridge and al-Azhar Egypt curriculum, enrichment and extension programs as programs to form self-confidence, self-development, build self-awareness, environmental and social health. The learning approach of Tazkia IIBS Malang has carried a holistic and personalized. The teaching methods applied are modern strategies and salaf by following with the al-Qur'an, relevant National and International Curricula. The factors that influenced the success of education in Tazkia IIBS Malang included strong funding factors, reliable human resource management factors and good management factors. This paper suggests the need to reformulate a model for managing Islamic education in the global era as an ideal alternative to Islamic boarding education.

Keywords: *Alternative Model; Islamic Education; Pesantren; International Curriculum.*

INTRODUCTION

Pesantren (Islamic boarding) is the oldest Islamic educational institution and is considered to be an indigenous culture of Indonesia and has very strong roots in people's lives (Astuti, 2014; Usman, 2013). Islamic boarding school education is commonly labeled with the education of the lower classes that are full of simplicity and running as-is. In contrast to Tazkiya IIBS Malang, this *Pesantren* institute implements a modern education system with luxurious facilities, intended for upper-class elites, who crave their children getting religious knowledge. The need for *Pesantren* education does not only occur among rural communities of the lower middle class, urban communities and upper-middle-class also need *Pesantren*-

style education. This is due to the moral crisis that engulfs young people and *Pesantren* as the best alternative for character education. Indeed, to maintain the existence of *Pesantren* in the middle of the development trend of modern society, *Pesantren* remains as an institution that stands to strengthen religious and moral issues, but on the other hand, *Pesantren* must be able to adapt and metamorphose according to the development of modern society (Muhammad, 2012).

In the middle of growing modernity today, Tazkiya IIBS is an educational institution that is able to accommodate the wishes of the elite who want their children to continue to get religious education and certainly have a balance with other scientific education through *Pesantren* education. This is a challenge of the times that must be answered seriously. For this endeavor, the Islamic boarding school Tazkiya IIBS Malang comes with an alternative model of Islamic education in realizing education by establishing a vision and mission manifested in several excellent programs carried out in strengthening the aqidah, morals, and knowledge of students. This is considered as a model that can strengthen the Tazkia IIBS Malang as a modern boarding school according to the needs of the modern era. According to the visions, Tazkia IIBS Malang becomes a leading and world-class boarding school. And supported by its mission by providing a learning environment that is religious, challenging and award-oriented by focusing on holistic and balanced education to produce Islamic scholars with excellent morals, leaders who inspire and are internationally minded. This *Pesantren* is in line with the changes and demands of the era, where *Pesantren* moves forward to accompany modernization and globalization has become a challenge for *Pesantren* in maintaining its survival to maintain the independence of the unique character of *Pesantren* (Suheri, 2016). Shane (2019) states the superiority of the linkage of science and religion in contemporary culture, such courses attract students and teaching staff alike and provide opportunities for multidisciplinary involvement.

This paper aims to examine the alternative model of Islamic education (Islamic boarding school Tazkia IIBS Malang) which is applied in the global era and the factors that influence the success of alternative models of Islamic boarding school Tazkia IIBS Malang.

This research is based on the argument that the need for a renewable *Pesantren* education model is still very relevant. *Pesantren* is still believed to be a complete educational institution, not only transferring religious knowledge and general science, but *Pesantren* is also an educational institution that has so far been able to instill moral values.

METHOD

In this study, the authors used a descriptive qualitative research method, an attempt to describe the phenomenon of alternative education models in the global era. An alternative model of Islamic education was chosen as an approach to analyze the process of educational development implemented at the Tazkia IIBS Malang, as well as the determinants that influenced the success of the alternative model of the Islamic boarding school at Tazkia IIBS Malang.

The data were collected from observations, interviews and field studies. Through observation, interviews and field studies, observations can be made of the educational process that runs in Tazkia IIBS Malang, as well as knowing the factors that influence the success of education as an alternative education model in Tazkia IIBS Malang. Various forms of secondary data are used to supplement primary data, such as written sources and relevant documents. Informants in this study were caregivers, murabbi, cleric and cleric of Islamic boarding school Tazkia IIBS Malang. The collected data is then analyzed using data analysis techniques similar to those of Milles and Hubbermans, which are collecting data, describing, then reducing and verifying. At the data collection stage, researchers observe the educational process that is carried out. After the data is collected, the researcher then reduces the data by selecting and sorting the data that supports the research. Next, verify at this stage the researcher sets the core data as important and supporting data, and discards data that is not needed.

RESULT AND DISCUSSION

Alternative Educational Model of Tazkia IIBS Malang

Alternative education models are a necessity for people in the global era. Along with the times, the model of Islamic education that runs in the global era is demanded to be able to balance the practices of modernization by not leaving the essence and values of the cultivation of creed, morals and religious education that have been established by Islamic educational institutions. Tazkia IIBS Islamic Boarding School Malang as one of the *Pesantren*-based educational institutions is can to seize opportunities and opportunities to become the foremost Islamic educational institution that determines the model of education according to the development and progress of the times in the global era. This is in line with the findings of Alkhawaldeh (1996) points out that the improvement of educational reform programs in Jordan concerns curriculum content and teaching methodologies jointly supporting the desired situation. Some fields need improvement, such as reading the Koran with Tajweed, studying various Islamic subjects, community needs, and Islamic social systems.

If so far the community has assumed that education in *Pesantren* is identical with the education of students from the middle to lower class because the educational model that is run builds the value of simplicity and simplicity, but in this globally modern era *Pesantren* education is an alternative education model for all circles. Thus, this *Pesantren* education must not be completely eroded and stopped, but it must continue to advance and be able to become the foremost educational institution with a model that evolves following the changes and needs of the times.

Islamic boarding schools in the global era must be able to walk along with the demands of the times and adjust the needs of the community who generally want their sons and daughters to get a strong and balanced religious education with other scientific mastery in accordance with the times, so the education program must be well-organized and well-run along with the changing times are moving very fast.

In this case, the Islamic boarding school Tazkia IIBS Malang comes with an offer that can be accepted by all members of the community, especially the upper-middle-class

economy community by promoting the *Pesantren* education system which is modern and, globalized. Tazkia IIBS Islamic Boarding School Malang attempts to change the education system by running a curriculum modernization program. The curriculum as an important element in the education system that is run, the existence of a learning curriculum in educational institutions is very strategic and needs to be continually improved material content by adjusting environmental conditions, physical and psychological development and, learning styles.

In this case, the curriculum reference is directly oriented towards the Cambridge curriculum for general material and the Egyptian al-Azhar curriculum for religious material. Tazkia IIBS Malang also collaborates with the Cambridge International Examination Center (CIE) in East Java. Tazkia IIBS Malang adopts an international curriculum with the main goal of having international standard qualifications through the Check Point exam, good English language skills and high self-esteem so that it has wider opportunities to continue to further education both at home and abroad (<https://www.matsansaga.com/2018>).

For the development of teaching, Tazkia IIBS Malang applies modern strategies and salaf that are according to the al-Qur'an, also applies national and international curriculums to remain relevant. To realize a holistic quality education program, the existence of *Pesantren* with modern management, management support is needed that is effective and responsible and trustworthy.

Tazkia IIBS Malang which aims to give birth to students *mutafaqqih fiddin*, has prioritized the teaching of the Qur'an. In teaching al-Qur'an, Islamic boarding school Tazkia IIBS Malang uses the al-Muyassar method. Namely the method of learning *tahfidz al-Qur'an* by emphasizing the concept of *talaqqi*. The method of learning *tahfidl al-Qur'an* is developed by the Tazkia Quran Center, an institution that seeks to facilitate and speed up students in memorization and *muraja'ah al-Qur'an*, especially for students who are still experiencing difficulty in memorizing. The al-Muyassar method consists of 3 main stages of *muraja'atul qarib*, *hifdzul jadid*, and *at-tahdlir*. This method focuses on:

1. Teacher involvement and active student participation.
2. Cooperation and group dynamics.
3. Integration of listening (audio) and reading (visual) students.

In assisting in teaching the Qur'an, the Islamic boarding school Tazkia IIBS Malang also focused on the ability to read, memorize, translate and understand the Qur'an al-Kariem. Santri are divided into small groups and accompanied by *hafidz* or *hafidzah*. During the study period, students are accompanied so that they can read the Qur'an with a standard reading that is good and right (*tahsin*), memorize at least 5 (five) juz and translate and understand the interpretations of selected verses. For the teaching of al-Qur'an, Islamic boarding school Tazkia IIBS Malang has a special place called the Qur'anic Garden. The Qur'anic Garden is an outdoor learning and playground. In this park, students can enjoy and observe various types of flower plants and fish ponds accompanied by *murattal al-Qur'an*.

In addition to teaching the Qur'an, language learning is also used as a superior program that aims as a debriefing for students to master knowledge. The language program run at the Tazkia IIBS Malang includes developing Arabic and English language skills. With a language curriculum that is structured in a practical and active and supported by a conducive environment, students are expected to be able to practice and use Arabic and

English that are mastered in everyday communication and support learning and the search for global information.

Related to learning Arabic, the Tazkia boarding school uses the Manhaji method. The Manhaji method is a method of learning Arabic, especially nahwu and shorof material that is practical, applicable, innovative, easy, and fun. Both materials are formulated and combined into one to make it easier for beginner learners who have not mastered Arabic. The existence of Arabic becomes very important because Arabic is the language used to master the Qur'an and the Islamic sciences through Islamic books (kutub at-turats). The Manhaji Method is the main key in learning and understanding the Qur'an and the Islamic sciences.

To run the education and teaching process, the Tazkia IIBS boarding school provides supporting facilities for the continuation of education and teaching. Among the classrooms, libraries and, offices. These two buildings are specifically designed to provide comfort and effectiveness of activities for students, teachers and, staff.

The system that runs in education and teaching at the Tazkia boarding school is formed by faculties such as in lectures on campus or university and is adopted to design schools that include the Math and Science Faculty, Social and Language Faculty and Islamic Study Faculty. Each classroom is equipped with teaching and learning facilities that are complete and uniquely designed and movable by adjusting the character of each subject. The learning room is also equipped with Audio-Visual Devices, Glass Board, LCD Projector and Sound system.

As for the women's campus dormitory, Islamic boarding school Tazkia IIBS Malang provides three main buildings as dormitories, namely the Alexandria, Cambridge and Sevilla Buildings. Whereas the men's campus is in the Leiden building. This campus separation is a form of adjustment to Islamic sharia rules as well as to provide convenience for students in learning. Inside the dormitory building is equipped with complete and adequate accommodation facilities, including bed, wardrobe, bathroom, lobby and, laundry. The placement of santri in each dormitory room is occupied with a maximum quota of 8-10 children accompanied by a murabbi or murabbiyah.

For completeness of learning, every student can access science through a library, which is designed based on the concept of a smart library. With this smart library, each student can access various sources of reading both printed and electronic quickly and completely. Smart libraries subscribe to several electronic book database portals equipped with computers and smart TVs as a means of exploring students. Besides, the smart library also provides facilities for students in the form of reading and discussion space as a place to read, consult, and discuss.

As for the worship center, it is divided into two places, for female students in the Tazkia Islamic Conference Hall (TICH). Whereas for male students, the Al-Azhar Mosque is specifically designed as a worship center with a capacity of about 300 students.

Tazkia IIBS Islamic Boarding School Malang also provides the needs of students in health services. Through Medical Center (TMC) Tazkia IIBS Malang, students and all Tazkia IIBS Malang staff can get special facilities for health consultation and health care. TMC was established with a complete set of standard generic care and medicines. The sick santri rest area is also specifically designed to provide comfort and ease of care. And health services are open every day for 24 hours and in special conditions (emergency) TMC has collaborated with the Muhammadiyah Malang hospital as a place of reference.

Meanwhile, to maintain physical health and develop the santri motor skills, the women's and men's campuses are provided with basketball facilities, archery and, horse riding facilities. Besides the santri, they are also given special access to relaxed biking around the campus.

In its move to develop the aesthetic value, artistic spirit and creativity of the students, the Islamic boarding school of Tazkia IIBS Malang provides a pavilion room as an arts and design center. As for group study, discussion and socializing with colleagues and family, several unique gazebos are located around the campus.

Other equipment that supports education and teaching programs, Tazkia IIBS Malang also established a vehicle called the Observation Deck. The Observation Deck is located on the 5th floor of the Alexandria building (women's campus) and the 5th floor of the Al-Azhar building (men's campus). The use of Observation Deck as the top of the highest building at the campus, is equipped with astronomy equipment, making it possible for students to observe objects in the sky and explore the city of Batu, Malang and, views of the Arjuna mountains.

On the other hand, Reading Space is also provided to facilitate students as well as students of the Islamic boarding school Tazkia IIBS Malang as a place or special room for quiet and comfortable reading with views of Malang city and the entire campus complex. Reading Spaces Tazkia IIBS Malang is located on the top floor (rooftop) of the Cambridge building (women's campus) and the Laiden building (men's campus)

Factors That Influence the Success of Tazkia IIBS Islamic Boarding School Alternative Models of Malang

The success of the *Pesantren* education system is not only supported by the education and teaching system alone, but the success of the *Pesantren* must also be supported by the main factors determining success. Both internal and external factors of *Pesantren*.

Among the factors within the boarding school that determines the success of the Tazkia IIBS boarding school in Malang is the existence of a service management system that is run well by the administrators who are structured together with all elements incorporated in the educational process at the Tazkia IIBS boarding school in Malang. As stated by Maida, one of the daily managers of Tazkia:

The management system that runs in Tazkia puts the best service to the students.
(Interview Maida, 2019).

This service is a basic need for every individual, including students of Islamic boarding school Tazkia IIBS Malang, as stated by Basri (2011) that basic services or minimum services by type consist of: (1) citizenship services, (2) health services, (3) educational services, and (4) economic services. Santri segment that comes from the elite, requires excellent service, exceeds the usual service standards.

The uniqueness that stands out at the Tazkia IIBS boarding school in Malang is the excellent service provided to the Tazkia boarding school students.

The services provided to students are comprehensive, services are provided on matters relating to children's education, attention to children, child assistance, hygiene, food, health, academic and all matters related to students. Service to each santri is given as much detail as possible and for every santri, his servant is prepared. (Interview, Fathma, Maida and Muttaqin, 2019)

In the field of care of students of the Tazkia *Pesantren*, for example, in this field of care services are provided for each student and included analysis for each day, both in terms of cleanliness, health, social interaction and, all other fields. From the results of this analysis leads to the development of a management system. Therefore, every student must have an analysis, analysis in as much detail and depth as possible.

The management that was built in the Islamic boarding school of Tazkia IIBS Malang was the main mission of the service carried out. The service is a top priority that is ongoing and carried out continuously. To observe the quality of this service, then every week there is a comprehensive evaluation that aims to determine the quality objectives. To find out the implementation of each quality goal is evaluated every day. So that from the implementation of the evaluation will be easily identified problems that arise, then carried out sharing and finding solutions together for later services performed.

For example, when there are students who have problems in their social life, they must be included in counseling guidance to get direction and guidance related to student welfare. The movement and scope of student welfare prioritize their attention on the development of children's psychology, the development of children's development and the development of children's social interactions and children's adaptation to the life of the *Pesantren*.

Through this center of student welfare, all problems that arise from students will be addressed. For example, when a santri is found unable to speak due to a fight with a friend or because of bullying that occurred today, the murabbi and murabbiyah must know, then the action is to invite the santri to gather to be questioned and specifically accompanied, handled as soon as possible and must be completed by the time that is, too. Handling this kind of problem must be done on the same day and should not be postponed, handled directly and assistance to students is done continuously, there should be no omission of what happened to students and what happened to students. (Interview, Maida, 2019)

Assistance to students is done perfectly and thoroughly. This full assistance to students is divided into 2 (two) categories;

1. Assistance in the dormitory begins when students wake up at 3 pm to perform the midnight prayer until 7:30 or before students enter school. Companions in this hostel are murabbi and murabbiyah. After the boarding school assistance was resumed, the 24-hour santri assistance was best carried out.

2. Assistance in schools conducted during santri school hours is carried out by the supervisor in the class. Assistance at this school is carried out to monitor children's development in the academic field. When a student encounters problems (difficulties and

weaknesses) in mastering lessons, the supervisor in the class assists the students to get additional lessons with the teachers in the field of study. In the case of the development of lessons, for example, a santri feels weak in the field of English or mathematics, the supervisor must know and direct to receive additional lessons from teaching teachers in the field of study.

In mentoring, *murabbi /murabbiyah* and supervisor have the same role as a companion for students, although they differ in the field of assistance. If *murabbi / murabbiyah* as a companion to the life of the *Pesantren* while the supervisor as an academic assistant.

The life of *Pesantren* is identical with life as it is, full of simplicity. In matters of cleanliness in some *Pesantren* there is sometimes less attention, but unlike in Tazkia IIBS Islamic boarding school Malang, this *Pesantren* focuses its attention on cleanliness, environmental cleanliness or personal hygiene of each santri becomes very urgent and important attention. Cleanliness at the Tazkia boarding school is regulated by a special team in charge of clean campus management. With the work system that is run every day, the cleanliness of the *Pesantren* environment and the cleanliness of the santri every day are also evaluated. In this case, the Islamic boarding school Tazkia IIBS Malang has special standards for assessing and evaluating cleanliness. For example, when there is dust on the window, a strand of hair that falls on the floor can be observed and noticed because it is evaluated every day.

To meet the needs of consumption of santri food every day, Islamic boarding school Tazkia IIBS Malang prepares special cooks, in addition there are also santri escorts who are in charge of sharing santri food, maintaining santri meal time and paying attention to how to eat santri, and accompanying santri so that when they eat there is no food and scattered dirt. And if you say that the standard of service in matters of eating at the Tazkia boarding school is like service at a five-star hotel.

Tazkia IIBS Islamic Boarding School Malang also always organizes activities and events that participated by all students. Every activity and event held at the Tazkia *Pesantren* must be reported and submitted to the front office, then the front office posts as santri activities. Posting santri activities through the web and parents' groups. Through this parents group, there is also a contact relationship established between the *Pesantren* and *walisantri* (parents). So every activity that is held, including the daily activities of students is always conveyed to the parents group.

What was conveyed to the front office was all matters relating to the development of students, including complaints from trustees who needed follow-up handling from the Islamic boarding school Tazkia IIBS Malang. The front office then also conveyed to marketing as a follow up to the development of the Tazkia *Pesantren* going forward.

When there are reports of guardians of students who are included in the parent group under the auspices of the front office, even the very small things are noticed, monitored and overcome. Any problem experienced by students must be guarded and must not be separated. The report of the parents of santri is entered into the complaint group, then entered into the management and finally analyzed to categorize in what areas should the

problem be solved? Is it in academics, health, hygiene, psychology or bullying ?.
(Interview, Maida, 2019)

That is *Pesantren* education, an educational institution building that regulates the course of student life for 24 hours. To accompany the life of students in the global era, Tazkia IIBS boarding school Malang Malang applies the use of information technology and modern transformation to support *Pesantren* activities. If all this time in *Pesantren* there are rules forbidden to bring or use modern technology, but it is different from the Tazkia IIBS boarding school Malang Malang, every santri gets easy in utilizing technology, both for students' learning needs or communication with parents who are far apart. So in this case, students still have the opportunity to communicate with the family at the appointed time and so also parents easily find out the development of their children who are in boarding schools with monitoring and permission of boarding school administrators.

This factor is also another cause of the modernization factor that supports the success of the Islamic boarding school Tazkia IIBS Malang. With the sophistication of technology applied at the Tazkia boarding school, in addition to facilitating the fabric of modern technology communication that can be accessed by the students finally provides a forum for the upper class elite community, so that their children are able to compete with students who study at junior or high school institutions and or other public schools besides boarding schools. With the development of existing technology students can access wider knowledge and of course, students do not become a generation of people who are clueless (technology illiterate) even though they are in a boarding school environment. This also happened in some traditional *Pesantren* as reported in the Bajari et al. (2019).

The most important of all is the human resource development factor. Human resource development is a determining factor in the success of the Tazkia IIBS Islamic boarding school in Malang. It can be seen, that the human resource that moves dynamically within the boarding school environment of Tazkia IIBS Malang is a generation of superior human resources. For strengthening and developing human resources, it is preferred for overseas graduates to have the standards set by the Tazkia IIBS boarding school Malang. They are demanded to be able to move all elements and units in the Tazkia IIBS boarding school. Starting from the top leadership to the board of teachers, murabbi-murabbiyah, each has responsibilities that must be carried out with the mandate. All support units regularly report their work to the director. So that human resource routinely in the Tazkia boarding schools totaling approximately 300 people can be evaluated properly, then continue to efforts to realize better educational outcomes according to the hopes and aspirations of all parties, parents, murabbi, teachers, and leaders of the Tazkia boarding school IIBS Malang.

The development of physical development in the Malang IIBS Tazkia boarding school happened very rapidly. To realize this, the Tazkia boarding school has prepared architects and experts, who were invited directly to realize the provision of physical buildings for students. The division that handles physical development is truly tested in many experiences with the expertise gained after going through analysis and evaluation together with all elements of the *Pesantren* in a very long time. The special party that monitors this building is directly related to the economic division in the marketing department.

In terms of building and economic development, it is also directly monitored by a team of experts, to find out what the needs of the Tazkia Pesantren in the future, the needs in the periods of 2020 and 2025 until the following years, based on the results of the monitoring of expert and expert teams, finally directing the team marketing (marketing) has an important role. To determine what the needs of the Tazkia Pesantren are, how many students will enter, and what will be the needs of the students in the future, the marketing department is competent in this regard. The marketing team, termed the marketing team, in Tazkia is already very skilled. (Interview, Maida, 2019)

The marketing system run by the Islamic boarding school Tazkia IIBS Malang is also a determining factor in the success of the alternative model of the Tazkia boarding school education. Running its marketing system, Islamic boarding school Tazkia IIBS Malang built units engaged in the field of promotion. Promotion can be done by posting information and developments in the Islamic boarding school Tazkia IIBS Malang through social media or active and incorporated in existing social organizations.

Observing the important role of marketing has indeed become the main focus in the Tazkia boarding school, this marketing team is truly very skilled, mastering the battlefield and its movement space. Up to several units in the Tazkia boarding school gave special appreciation because the achievements in the marketing team were very good. Conducting marketing everywhere and successfully delivering boarding school Tazkia became a boarding school that has prestige in the global era.

The Factors outside the *Pesantren* that affect the success of the Tazkia IIBS boarding school Malang Malang are the needs of the upper-middle class for *Pesantren* education, which combines religious and general science. Many elites who have sufficient material feel that there is not enough time to accompany their children. The *Pesantren* is considered a safe and ideal place for the education of their sons and daughters. In addition to the development of technology that is very modern and sophisticated, it cannot be separated from the lives of today's generation and also motivates parents to entrust their children to get boarding school education because boarding schools are able to regulate when a child gets the opportunity to access technology, when will also focus worship and when a child will learn to read books and interact with friends.

CONCLUSION

Tazkia IIBS Malang has organized a well-structured education program. This can be seen in the vision and mission manifested in several excellent programs, such as; 1. Teaching al-Qur'an with the method of al-Muyassar, 2. The International curriculum of Tazkia IIBS Malang guided by the curriculum of Cambridge and al-Azhar Egypt. 3. Enrichment and extension programs, as programs to form self-confidence, self-development, build self-awareness, environmental and social health. The Tazkia IIBS Malang learning approach carries a holistic concept for the elementary or junior level and is Holistic and Personalized for the high school level. The teaching methods applied are modern strategies and salaf according to the Qur'an, relevant National and International Curricula.

The strength of the Tazkia IIBS Malang boarding school is in the ministry, the main mission of the *Pesantren* is to provide full service to the santri. To support the realization of

excellent service, various management units were formed to ensure student welfare. This service mission is supported by strong funding factors, reliable HR management factors and good management factors. Evaluation and escort that is continuous and ongoing, responding to all forms of complaints quickly, making the students and trustees become at home in boarding schools.

This paper examines an alternative model of *Pesantren* education in the global era. Tazkia IIBS Malang has proven its ability to answer the needs of one segment of society, namely the elite and upper-middle-class. This research has not examined the education outcome of Tazkia IIBS Malang, hopefully, the next research completes this simple writing.

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